U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [] Middle [] High [**X**] K-12 [] Other
[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Mike Norrell

Official School Name: Patton Springs School

School Mailing Address:
PO Box 32
Afton, TX 79220-0032

County: Dickens State School Code Number*: 063-906

Telephone: (806) 689-2220 Fax: (806) 689-2253

Web site/URL: pattonsprings.net E-mail: norrellm@pattonsprings.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Larry McClenny

District Name: Patton Spring ISD Tel: (806) 689-2220

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mike Smith

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

0	Elementary schools
0	Middle schools
0	Junior high schools
0	High schools
1	Other
1	**TOTAL**

2. District Per Pupil Expenditure: 14119

   Average State Per Pupil Expenditure: 9388

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	8	14	**7**	2	2	4
K	6	2	8	**8**	2	3	5
1	4	3	7	**9**	3	2	5
2	3	4	7	**10**	2	6	8
3	4	2	6	**11**	5	9	14
4	1	3	4	**12**	4	5	9
5	4	5	9	**Other**	0	0	0
6	2	5	7				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					107

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
0 %	Black or African American
29 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
71 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1.	107
(5)	Total transferred students in row (3) divided by total students in row (4).	0.121
(6)	Amount in row (5) multiplied by 100.	12.150

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 70

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	4	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	-9999
Classroom teachers	14	1
Special resource teachers/specialists	0	0
Paraprofessionals	3	0
Support staff	10	1
Total number	29	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **8 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	93%	96%	97%	98%	97%
Teacher turnover rate	0%	11%	11%	0%	11%
Student dropout rate	0%	3%	0%	0%	0%

Please provide all explanations below.

In the teacher section 2007-2008 one of our teachers was out 62.5 days with various hospital stays and surgeries.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	11	
Enrolled in a 4-year college or university	28	%
Enrolled in a community college	18	%
Enrolled in vocational training	9	%
Found employment	36	%
Military service	0	%
Other (travel, staying home, etc.)	9	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Patton Springs ISD is a small rural district located in Afton, TX. It was formed in 1934 with a consolidation of eight schools in northern Dickens County. Patton Springs serves kids from mostly low socio-economic backgrounds within a district of 396 square miles. Throughout its history Patton Springs has always had the mission of educating ALL kids. The view of each child as our own child has been the vision and tradition of Patton Springs that has led to unparalleled academic success in the state of Texas. Patton Springs knows that if every staff member views all kids like their own kids, every child will have unlimited capability and potential. It is with this mentality that we proceed with doing what is best for every child.

This philosophy toward students has allowed Patton Springs to be an exemplary district for 12 years in a row. Patton Springs has been exemplary more times than any other school district in the state of Texas. We have been a Title I Distinguished School for over 10 years and were honored as a National Title I Distinguished School in 2000. Patton Springs has also been recognized for the past 3 years (2005-2007) by the Texas Business and Education Coalition (TBEC) Honor Roll. This award is based on having a high percentage of our students pass the TAKS test and many of these meeting the commended level or highest academic level.

The teachers have “bought-in” to the idea of teaching every child and have done their part in making every child successful. All teachers have made a commitment to learning their Texas Essential Knowledge and Skills (TEKS) and having instruction aligned with the state curriculum (TEKS). All teachers analyze prior year Texas Assessment of Knowledge and Skills (TAKS) scores with the help of a software program called AEIS-IT. This program allows the teachers to look at specific strengths and weaknesses of every student who took the TAKS test. With this information, the teachers recommend students to be adopted for the entire school year. In January we administer a mock TAKS test with all students who will take the TAKS test. If any student scores below 70%, we adopt them for the rest of the school year. The Adopt-a-Student Program has probably been the most successful strategy we have ever used to enhance academic progress with struggling students.

Our local Parent/Teacher organization has been invaluable as a support organization. They have numerous fundraisers throughout the year and use the money to benefit all students. They support our Accelerated Reader program financially and also our Patton Pride (honor roll and perfect attendance students are honored) celebration every six weeks.

In 1994 Patton Springs made a financial commitment to install a school-wide computer network system. We were the second school in Region 17 to obtain Internet access. This commitment led to having at least 5 computers in every classroom. With this commitment to technology, we have continued to remain on the cutting edge of technological advancement. We now have laptops in all classrooms with two computer labs. We also have an Interactive Video Lab in our school where we teach Spanish I and II.

Patton Springs students have access to 33 hours of college credit via dual credit classes which allows many students to start college as sophomores. This truly helps many of our low socio-economic students to have a great opportunity to start their college or technical school careers with confidence and hope. Recently, we were awarded a 20/20 grant that will allow ten of our teachers to become Texas Virtual School (TVS) online teachers. These teachers are on the third and final class in the online series. This will enhance our teaching strategies to include online instruction in any subject. The importance of this in a rural area is immeasurable. Our main strength, however, is a love for all the kids. We truly look after their best interests, and try to ensure that all students are successful.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Texas administers the Texas Assessment of Knowledge and Skill (TAKS) each spring to its public schools. The TAKS is a criterion-referenced test based upon the statewide curriculum known as the Texas Essential Knowledge and Skills (TEKS). All students in grades three through eleven are assessed on TAKS, TAKS-Accommodated, TAKS-Modified, or TAKS-Alternate. Depending upon the grade, the subjects assessed include Reading/English Language Arts (ELA), Writing, Mathematics, Science, and Social Studies. Furthermore, students in grades three, five, and eight must achieve the established passing standard in order to proceed to the next higher grade. Eleventh grade students must meet the passing standard to graduate high school. There is much at stake for the students and schools of Texas in terms of assessment and what that means to their future.

Patton Springs ISD has accepted the challenges of preparing, encouraging, and assisting all of our students in rising to and above what is expected of them by the state of Texas. Our students and school have achieved the highest state awarded accountability ranking of Exemplary for the past 12 years! This ranking is achieved by having at least 90% of students tested meeting the established passing standard in each subject area assessed. Our students taking the TAKS have averaged over a five year period 98.2% in Reading/ELA, 96% in Mathematics, 100% in Writing, 92.4% in Science, and 99.2% in Social Studies. In 2007-2008 alone, our students achieved 100% in Reading/ELA, 98% in Mathematics, 100% in Writing, 96% in Science, and 100% in Social Studies. We have witnessed our students' success climb, especially in the areas of Reading/ELA, Mathematics, and Science, over the past five years! Considering that in 2007-2008, Patton Springs had 65.4% classified as economically disadvantaged, these scores are a source of great pride. Moreover, these scores are considerably above both the state and region average over the same five year period and demonstrate that the students and staff of Patton Springs understand the rigors of academic preparation and what needs to be done to realize success on the state assessments.

The 2007-2008 school year was the first year for testing students in special education using the TAKS-A, TAKS-M, or TAKS-Alt. These students are tested on grade level, TEKS based curriculum material. Patton Springs embraces inclusion and strives to challenge every child to do his very best; every child has potential and we want all children to attain that. The decision of which assessment is to be used is determined by the Annual Review and Dismissal (ARD) committee, which is composed of the parents, general education teachers, special education teachers, and administration. All students in the special education program at Patton Springs participated in the state assessment program using one of the previously listed instruments.

Passing the standard is not the only goal for students at Patton Springs. We also challenge our students to achieve "Commended" on their tests. The state sets the scale score of 2400 as the benchmark for being Commended. Our students' scores have consistently been above both the region and state in attaining the Commended distinction. Furthermore, we have many tenth and eleventh grade students that aim for and attain the score of 2200, which satisfies the minimum for the Texas Success Initiative thus allowing them to take dual-credit courses.

Patton Springs in the 2007-2008 school year also earned Gold Performance Acknowledgements in the following areas: Advanced Academic Courses, Recommended High School Program, Texas Success Initiative in ELA and Mathematics, Commended in Reading, ELA, Writing, Mathematics, Science, and Social Studies, and Comparable Improvement in Reading and ELA.

Information about TAKS and the state of Texas assessment and accountability programs can be found at the Texas Education Agency website: http://www.tea.state.tx.us/index.aspx?id=3426&menu_id=660

Information for Patton Springs ISD can be found on the TEA website for Academic Excellence Indicator System at: http://ritter.tea.state.tx.us/perfreport/aeis/2008/district.srch.html

2. **Using Assessment Results:**

Every year before the first day of school, all Patton Springs' teachers and support staff participate in staff development presented by Education Service Center (ESC) 17 personnel that addresses scores and trends gleaned from the most recent TAKS administration. We collectively analyze our scores to identify those who either failed or may be in danger of failing in the future. We also disaggregate the TAKS data employing techniques we have learned from Dr. Shirley Crook, which also aids us in targeting those students struggling in particular areas.

We compile a list of those struggling students and refer to this list as the 2100 list in reference to the established scale score for passing set by TEA of 2100 on the TAKS. In late September of each year, all teachers meet to discuss and "adopt" these students. We have designated this as our "All-Year Adoption" program. For example, an eleventh grade student who scored a 2103 on his/her tenth grade Mathematics TAKS would be adopted by his/her Math teacher, or another teacher that had established a relationship with that student. In fact, we routinely have elementary teachers who adopt junior high or high school students because of relationships that were cultivated during those elementary years. The teachers then consult with the student (and his parents if after-school work is necessary) to establish a schedule for working together. Our schedule has a thirty minute Activity Period every day except Friday and this has been a most opportune time for adoption work.

Patton Springs also administers what we refer to as the "Mock TAKS" in January when we first return to school from the Christmas break. We assess grades three through eleven in the exact subject areas that the real TAKS will in March and April. We use previously released TAKS for this. Teachers grade the tests and assist the Principal in compiling scores so that any trends can be seen. Those students displaying significant struggles are placed on a new list for "Spring Adoptions"; the staff then meets to adopt these students. It is important to note that several students over the years have requested adoption either to insure their passing or scoring high enough to be eligible for the dual-credit courses they can take when they become juniors and seniors. Additionally, the Adoption Program has assisted those students failing third, fifth, eighth, or eleventh grade TAKS in passing so they can advance to the next grade without threat of retention.

Our teachers are rewarded with "comp days" for hours logged working with their adoptees, and our students are rewarded with either passing or commended scores. The disaggregation of the TAKS data drives our decision making in the adoption process; furthermore, the Adoption Program has been an integral part of our academic success, the one on one or small group setting is incomparable in achieving student achievement.

Teachers at Patton Springs also utilize everyday classroom observations, homework, quizzes, and chapter or unit tests to become familiar with each student's growth and progress. Many times, the teachers know how the students will perform on the "Mock TAKS" beforehand because of these efforts and opportunities. Consequently, they know who will probably need adoption and what areas will need to be addressed.

Teachers at Patton Springs also use software programs such as AEIS-IT to not only further disaggregate data but to isolate specific TEKS and TAKS objectives that are problem areas. Teachers will then develop lessons that address those areas and find released questions from past TAKS that cover that information. AEIS-IT is also used to identify areas that may have caused problems for several students or entire classes. Armed with this knowledge, teachers can modify and augment their classroom instruction.

3. **Communicating Assessment Results:**

Patton Springs ISD communicates assessment results in a variety of ways. First and foremost, we mail home to parents all individual TAKS, TAKS-A, TAKS-M, or TAKS-Alt results once they have been received from TEA. A letter of explanation accompanies the results as well as an invitation to call the Principal to discuss the results. However, once the results are initially received and analyzed, the administration communicates them to the teachers and the individual students; considering our recent successes, this has been a true pleasure.

We also have opportunities to address parents, students, and community members at various functions such as Open House, Title I meetings, Site-Base meetings, PTO meetings, sporting events, local stock shows, end of school functions such as awards assemblies or graduation, and TAKS pep rallies. Either the Superintendent or the Principal discusses the Texas assessment program, accountability rankings, and the expectations Patton Springs has for our students. School board meetings also provide an opportunity for the discussion of results and offer the community a chance to hear a public presentation of the assessment results and ranking.

The local paper, the Texas Spur, also has served as a way to reach our parents and community in communicating our test results and accountability rating. We use the paper as well to publish the A-B honor roll at the end of each six weeks grading period.
Besides mailing home TAKS results, we also mail three-weeks reports and the six-weeks report cards. The School Report Card, generated by TEA, is also mailed each year. This report summarizes and provides a subset of the information found in the AEIS report. This report is also published on our school website as is our accountability ranking and history. Our website is updated daily to reflect school announcements and information about what is going on at Patton Springs.

Furthermore, each teacher at Patton Springs has a telephone on his/her desk and an email account through the school. These methods of communication have proved invaluable in communicating with parents. For example, teachers and parents call or email each other to discuss behavior, missing homework, grades, or student successes. Open and honest communication between the school and parents is paramount to student success, and we acknowledge and pursue this.

4. **Sharing Success:**

Sharing student and school success is driven by a philosophy of doing what is best for each child, of treating each child like they were our own; when this happens, we can make decisions that are in the best interest of each and every child. Celebrating student success and sharing what works is then very easy, as we want all children to succeed, regardless of what school they attend. We have had 2 separate districts make on-site visits to Patton Springs to discuss with administration and teachers what has precipitated our success and view first-hand some of our programs. We have also had phone calls from other districts state-wide that were interested in what has led to our student success. In both cases, we figuratively and literally opened our doors to others and readily shared our philosophy and programs.

Patton Springs ISD has also been a contributor to TEA's Best Practices Clearinghouse in the area of College Readiness. Our dual-credit program is very strong and we routinely have seniors graduate with 30 or more hours of college credit earned right on our campus. We are fortunate to have teachers who are qualified to teach the dual-credit classes so our students have a teacher in front of them as opposed to an Internet or ITV class. We have had students from other schools attend our dual-credit classes that were scheduled outside regular school hours. We hope to continue this as an opportunity for our neighbors to gain college credit.

We also participate in staff development opportunities with other schools in our special education and technology cooperative. We have hosted neighboring teachers in such workshops as Dr. Shirley Crook and Gifted & Talented. Many of our teachers and the administration "network" with our neighboring schools to

discover solutions to common issues and share what works. Creating an atmosphere of collegiality allows the exchange of ideas that benefit all students.

It is our desire to continue to nurture and promote these relationships in an effort to help all students succeed. If we are fortunate to be awarded the Blue Ribbon status, we hope to share with others on a wider scale what has worked for our students and school. The free exchange of information without pretense or prejudice is essential for the growth of a school, especially if we want all children to succeed.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum of Patton Springs ISD is based on the Texas Essential Knowledge and Skills (TEKS). Veteran teachers of Patton Springs have a working knowledge of the TEKS in their particular core area and base all instruction in their classroom on the TEKS. The Texas Assessment of Knowledge and Skills (TAKS) is aligned to the TEKS, therefore, effective instruction has to be aligned to the TEKS. When the TEKS, student instruction, and the TAKS are aligned student success is the result. Before a discussion of learning styles, differentiated instruction, and personality profiles of students can be addressed, teachers must understand what to teach. In the State of Texas, student instruction has to be based on the TEKS. Therefore new teachers of the district are trained and mentored to develop a working knowledge of the TEKS.

Patton Springs believes that personalities and learning styles of the students are essential learning components in teaching every child. Therefore we require all teachers who are hired to go through True Colors training. We "true color" all new students to allow teachers to have insight on each student's personality. We also encourage teachers to give the students several learning styles surveys to gain insight in the particular learning styles of each student. This motivates teachers to use various teaching strategies that will meet every learning style. We have had extensive staff development about differentiating instruction to meet the needs of all students.

We have emphasized reading as the cornerstone of our instruction in elementary. We believe that reading success in the early years of education sets the students up for success throughout the rest of their years in school and beyond. The Pre-Kindergarten students are introduced to letters and letter sounds through the Zoophonics program. Many of the four year olds complete the year with the knowledge to begin reading easy decodable books. In kindergarten, the students continue the Zoophonics program and begin to read leveled books. The first grade reading instruction is based on principles demonstrated at the Reading Recovery conferences and in Marie Clay's writings. Leveled books make up the mainstay of the program. The second grade students move from leveled books into a sustained silent reading program with an hour of daily reading practice using the Accelerated Reading program. The Accelerated Reading Program from Reading Renaissance combines technology, motivation, and individualized instruction to create measurable growth in student reading ability. The program provides testing through the STAR test that helps to determine the zone of proximal development (ZPD) for each child. As children continue through the elementary years, reading and writing are emphasized in a cross-curricular fashion, not in isolation. As the students enter into Junior High and High School the students are still STAR tested to gain insight into the student's independent reading level. With this knowledge teachers can direct students to books that are in their zone of proximal development which will give them needed success in reading while allowing them time to grow and become better readers. This in turn allows them to have greater success in the English curriculum that daily consists of integrating literature, conventions, technology, analysis, written composition, reading, and vocabulary in the classroom. Vocabulary building, critical thinking and analysis as well as intense writing occur across the English curriculum, providing the students with a firm grasp of literature and meaning.

The Patton Springs Elementary math program is made up of a variety of components. We use instructional materials in a variety of formats in order to address the learning needs of all students. The use of manipulatives for hands on learning is a big part of our program. We believe that real materials can be manipulated to help students learn math concepts in concrete ways, which in turn will increase the development of the student's mathematical understanding. Starting in our earliest grades, we try to insure that our students have a sense of number to give them a solid foundation in order to build on other concepts. TEKS Target Bulletin Board Math and TARGET the Question are two components that we use throughout our elementary to help reinforce the TEKS objectives and teach problem solving. Time for team planning is a

valuable part of our program. We use this time to make sure that we are vertically aligned with the concepts we teach. We also use our team planning to discuss new ideas for staying on the cutting edge of teaching. We have constant ongoing assessment to insure that students are successful in learning the TEKS. Patton Springs has an “adopt-a-student” program that is very successful. Students who are low-performing on our benchmark released Texas Assessment of Knowledge and Skills (TAKS) are “adopted” by one or more teachers. Teachers then provide tutorials outside of class to help the students with the gaps in their knowledge. Often times this means teachers staying after school hours with their “adoptee” and driving them to their home afterwards if necessary. Students seem to enjoy this one-on-one interaction, so much so that many students ask to be “adopted,” even though they really do not need the academic tutorials. There is pride among our teachers and students in our exemplary rating, and we believe that the “adopt-a-student” program is a vital part of our school’s success.

The Patton Springs secondary math program is also made up of a variety of components. Instructional materials are used in a wide array of formats in order to address the learning needs of all students. Patton Springs provides constant and ongoing assessment to ensure that our students are successful in learning the Texas Essential Knowledge and Skills (TEKS). Our teachers strive to align everything they teach with the mathematics TEKS. High priority is placed on vertical alignment among grades. As a result, vertical alignment is integral to the success of our students and our school. Patton Springs has high standards for all of our students. Failure is not an option! We have a zero tolerance policy for zeros. Our students know and understand that they will do all work assigned. This is not to punish our students, but rather to show them that we absolutely know they are capable of the work involved. We have faith in their ability, and we want them to reach their fullest academic potential. Strong emphasis is placed on preparing students to not only pass the math TAKS, but to achieve the commended performance level. Problems requiring higher-level thinking are a necessary part of our curriculum. It is our belief that we are not only preparing our students to pass TAKS and the particular math course they are taking, but to have success on ACT, to be prepared for Dual-Credit College Algebra, and any math courses taken beyond high school.

The Patton Springs Elementary Science program has been enhanced tremendously by the use of the FOSS Program. FOSS is the Full Option Science System, created in the late 1980s by curriculum developers at the Lawrence Hall of Science. The FOSS program was developed as a need for systemic reform of science education. FOSS is a great example of what a progressive science program should provide for elementary students. The FOSS program is correlated with the Texas Essential Knowledge and Skills (TEKS) as well as the National Science Education Standards. FOSS provides experiences for our students in an environment that encourages creativity and complex thinking. We believe that students learn science best by doing science. The FOSS program provides our students with hands-on personal experiences with objects, materials, and organisms in order to understand the natural world. Our students get to learn about science concepts in ways that are age appropriate and fun. FOSS encourages students to collaborate in planning, working, and information processing.
Working and learning with other students allows our students the opportunity to develop a deeper understanding of science concepts and processes. We strive to meet the learning needs of all students and the FOSS program is designed to allow all students to be successful in learning regardless of their learning style. Due to our decline in student enrollment we have had to combine some classes, and the FOSS modules are designed to be taught to a range of grade levels at one time. In order for us to utilize our time effectively, the FOSS program has allowed us to integrate this program into other subject areas. We are always trying to do what is best for our students, and the use of the FOSS program has benefited our students a great deal.

Secondary science at PSISD strives to make the laboratory activities relevant to real world situations. Our teachers attend training during the summer at Texas Tech University in order to participate in The Traveling Lab Outreach Program. Science Education Fellows deliver any of the 12 fully equipped labs to high school and junior high classrooms. Through the Biotechnology Lab, our students get to make and "run" DNA gels to solve a crime scene they design. The Body Systems Lab allows students to act as medical interns where they are assigned a patient with either cystic fibrosis, a broken leg, or severe heart problems. Equipment a student

would never see, much less touch and use, is supplied. Samples of water taken throughout the community are analyzed in the Water Chemistry lab. Each year our Biology class tours the Texas Tech Health Sciences Center's gross anatomy lab in Lubbock, Texas where they see real human body parts and examine the actual cadaver area used for pre-med labs. They also tour the nursing department's teaching floor, the research animals in the vivarium, or the physical therapy department. The amount of education needed for all the various careers is always discussed during the tours.

Patton Springs ISD has well qualified social studies instructors, who not only know their subject well, but have participated in living history reenactments and simulated historical situations. This allows them to bring a very fresh approach to their teaching, making history come alive for the students. These teachers use a variety of teaching methods, making classroom experiences hands-on and relevant to today's younger generation. They have used nature walks, computer simulation, question and answer discussion, interactive models, and historical recreation to drive home some of history's most important lessons. The net result is that student's social studies knowledge accompanies them into their adult life.

Our Spanish I and II classes are delivered through an Interactive TV Lab (ITV). We partner with other schools in our Technology Consortium sharing a Spanish teacher off site. All students are required to take Spanish I and II classes to graduate with a recommended curriculum. Our dual credit Spanish III class is done on site Monday nights. This allows students to graduate with 6 hours of college credit in Spanish. Dual credit Spanish III is encouraged but not required.

Patton Springs offers Art I to all high school students, fulfilling the art component needed for graduation. This art class is taught as an Art Appreciation course with the four critical components of the art curriculum included in everyday instruction. The students learn to evaluate and critique art based on the elements of art and the principles of design. The students also create art using a variety of media and mediums. Art history and time periods are studied in a chronological order with various artists being the focus of each time period. The students also begin to form an aesthetical approach to art in which they learn to understand art and the essential characteristics, including why art is made, what form it takes, and how people respond to it. One of the highlights of our year includes attending the Scholastic Art Show held on the Wayland Baptist University campus. This art show features fellow student artists from all over the south plains vying for the chance to compete at New York's Scholastic Art Show. Our students critique several of the pieces while viewing the show as well as enjoy aesthetically the beauty of art.

The Patton Springs Theatre Department offers students the opportunity to actively participate in the performing arts. Students with little or no previous experience are welcomed into the department just as experienced actors. Training in vocal health and warm-ups, physical preparation of the body through stretching and conditioning, and speech articulation exercises are taught. In-house training, outside experts, and field-trip opportunities are offered to students in order to give a balanced approach to the performing arts. Professional plays are attended by many of the students throughout the year under the direction of our theatre teacher. The Texas University Interscholastic League One-Act Play Contest is one of the opportunities available to theatre arts students. Patton Springs has a rich history of excellence in this competition with many zone, district, and area performances. In 2007-2008, Patton Springs made history by capturing a regional championship, thus earning the privilege of competing at the 2008 State UIL One-Act Play Competition at the University of Texas at Austin's historic Hogg Auditorium.

2a. **(Elementary Schools) Reading:**

The Patton Springs Elementary has emphasized reading as the cornerstone of our instruction. We believe that reading success in the early years of education sets the students up for success throughout the rest of their years in school and beyond.

The Pre-Kindergarten students are introduced to letters and letter sounds through the Zoophonics program. Many of the four year olds complete the year with the knowledge to begin reading easy decodable books. In the kindergarten, the students continue the Zoophonics program and begin to read leveled books. The first grade reading instruction is based on principles demonstrated at the Reading Recovery conferences and in Marie Clay's writings. Leveled books make up the mainstay of the program. The second grade students move from leveled books into a sustained silent reading program with an hour of daily reading practice using the Accelerated Reading program. The Accelerated Reading Program from Reading Renaissance combines technology, motivation, and individualized instruction to create measurable growth in student reading ability. The program provides testing through the STAR test that helps to determine the zone of proximal development (ZPD) for each child. As children continue through the elementary years, reading and writing are emphasized in a cross-curricular fashion, not in isolation.

2b. **(Secondary Schools) English:**

The English curriculum at Patton Springs consists of integrating literature, conventions, technology, analysis, written composition, reading, and vocabulary into the classroom every day. Along with state adopted textbooks, the student is immersed in language through various genre of literature. Vocabulary building, critical thinking and analysis as well as intense writing occur all across the English curriculum, providing students with a firm grasp of literature and its meaning. The Texas Essential Knowledge and Skills (TEKS) are used as the basis for ALL instruction. Reading is crucial to success; therefore, class time is set aside each week for each student to read at his/her independent reading level. This level is obtained through the Accelerated Reading software program that is a school-wide reading immersion. A simple test (STAR Test) taken independently identifies a student's independent reading level, the level where understanding takes place between 86 % - 92%. Working in the zone of proximal development with this percentage allows students to successfully understand what they are reading while at the same time allowing them to grow and become even better readers. Incentives and rewards are provided for reading success. Our library is equipped with books that all indicate independent reading levels. This program is partly responsible for our students' success in all grades and in all courses. This begins in Kindergarten and ends after they graduate. Allowances are also made for students desiring to read books that are not AR books using accountability methods such as book reports. Author studies are used to encourage reading interest and appreciation. PSISD also offers dual-credit courses during students' junior and senior years of high school allowing students to graduate with 12 hours of college credit in English. Higher order thinking skills including historical relevance and real-life applications are required in literature analysis. Student learning styles are also diagnosed and considered as courses are developed and taught.

3. **Additional Curriculum Area:**

Patton Springs ISD has long been committed to using technology coupled with innovative teaching strategies to help students learn. Patton Springs is fortunate to have dedicated educators who are eager to engage in evolving technology. These enthusiastic teachers, administrators, and staff actively seek new technologies and are quick to learn and adapt to those technologies. As a result, every classroom provides a strong technological-based learning environment.

Patton Springs ISD assigns a notebook computer to each teacher, administrator, and staff member. We also have approximately 110 notebook computers available in classrooms and technology labs for student use. We are in the process of phasing out all desktop computers. Network users have high-speed wireless access

throughout the campus. Patton Springs stays on the cutting edge of wireless technology to provide users with the fastest and most reliable access to network resources.

Patton Springs ISD relies on T1 lines to provide high speed, wide area network access to the Internet and the Region 17 distance learning network. Classes are delivered daily via two-way interactive television (ITV). Recently several educators completed the training necessary for the development of online courses courtesy of the Vision2020 grant. Soon we expect to have online courses originating from the Patton Springs network.

Patton Springs ISD is a member of the Rolling Plains Technology Consortium (RPTC). The RPTC includes seven area schools and was created to provide cooperative solutions for funding, technology advancement, and technology sharing. We rely heavily on grants and fiscal conservatism to provide funds for technological maintenance and expansion. The RPTC employs a consortium coordinator. This coordinator is vital toward researching and applying for grants and additional funding.

Being a rural district, Patton Springs ISD recognizes the importance of self-sufficiency. We do not contract outside consultants. All web, email, data, and filtering services as well as most hardware maintenance and troubleshooting are provided by the district. This substantially reduces downtime. All staff members have dial-up access to the Patton Springs network and all educators have VPN access when away from campus. We continue to look for ways to make our technology more accessible by its users.

Patton Springs ISD provides a forward thinking, student centered learning environment. We will continue to incorporate emerging technologies into our learning model. We believe all children can learn.

4. **Instructional Methods:**

Patton Springs uses an integrated approach in its early reading program. Student instruction is differentiated by addressing each student with a web book approach based on each student's reading level. Students are given individual time to orally read to the teacher who measures fluency. The greater fluency equates to greater comprehension. When the student masters the highest level web books, he is able to start reading library books and basically graduate into the Accelerated Reader Program where he can accumulate points to buy merchandise from the Accelerated Reader store. We also have a lunch with the superintendent program for all grade levels. Each student can participate if he accumulates a set number of points.

Teachers of math in the early grades use a manipulative approach. The teacher is more interested in concept building than number counting. The students are given individual acceleration if they are struggling. Higher level math courses integrate a manipulative approach with a more traditional approach. Students who are struggling are given individual acceleration.

The adopt-a-student program is for the sole purpose of accelerating instruction in the core academic areas (math, science, ELA, reading, writing and social studies). We adopt students for a full year based on prior year TAKS scores. In January we give a mock TAKS test to all students grades 3-11. From these scores, we adopt kids who need instruction accelerated. The adopt-a-student program has by far been our most successful program.

Gifted and talented (GT) students have their instruction differentiated in the classroom. Each teacher is GT certified and receives a yearly 6 hour update. GT students also take field trips to enhance their learning experience.

We believe that it is best, when possible, to mainstream all our special education students with modifications exercised in a classroom setting. We take great pains to help these students feel successful in a mainstream setting.

We feel we must try to make learning pertinent and engaging. It is our goal that every student in our school is happy and successful. We want them to leave us with a quality education and with the skills necessary to make them successful in life.

5. **Professional Development:**

Patton Springs ISD has the belief that staff development is the life blood of any organization. We target specific staff development, in order to be on the cutting edge of educational thought. With this in mind, we write a waiver to Texas Education Agency (TEA) every three years to obtain the maximum days for staff development. We devote two days for Gifted and Talented training and Special Education training. The Gifted and Talented (GT) training is our yearly 6 hour update. We require every teacher at Patton Springs to have the 30 hours of GT training to become GT certified in the classroom. The teachers in each classroom then differentiate instruction for the GT students. One day of staff development is dedicated to our District Improvement Plan update. All teachers and instructional aides brainstorm ideas for the overall improvement of our school. We also have each teacher submit to the Principal the AEIS-IT analysis of the prior year's Texas Assessment of Knowledge and Skills (TAKS) scores to ensure specific aggregation of each student's scores on each area of the TAKS tests. We dedicate one day to conduct updates in testing and strategies that will enhance students' ability to be successful on the end of year tests. We also receive staff development each year on the newest educational trends that will help benefit students and learning.

The teachers are given an opportunity in the summer to use 3 days of staff development to enhance their knowledge and effectiveness in their specific academic area(s). This gives teachers flexibility in choosing the workshops that they feel will make them better teachers. Patton Springs requires all teachers who are hired to go through True Colors training. Each teacher will also have a personality assessment. This will help them and their colleagues to better understand one another. We also "true color" all new students to allow teachers to have insight into each student's personality. We continue working to gain insight in the particular learning styles and personalities of each student.

Patton Springs truly believes that one of the reasons we have been an Exemplary rated school for 12 years in a row and have achieved other academic successes is because of effective staff development.

6. **School Leadership:**

To address leadership one must address leadership style. We (the administration) believe that we need to be servant leaders. It is also our belief that the greatest leader is the greatest servant. Our first desire is to serve the kids of Patton Springs. This means that in every area, we look after all students' best interests first and foremost. We truly try to look after each child as if they were our own child. If we do this, we will believe each and every child possesses unlimited capability and potential. This eliminates negative thoughts about students and learning.

Secondly, we continue to try to manifest a family atmosphere in our school. We try to nurture the mindset of helping one another succeed. This means that if any of us have particular needs that will enhance learning in the classroom, we will do all we can to meet those needs. We feel that it is essential to develop a team concept among all our staff. We receive successes and failures together. There will be no blame game or ego trip, but an attitude of continued growth and improvement.

We emphasize to the teachers that the best solution to disciplinary problems in the classroom is good instruction. Our school's motto when we are on trips away from school is, "Remember who you are and where you are from." We constantly receive letters from people across West Texas complimenting the behavior of our students. We truly want kids to be respectful toward adults and one another, and we have a strict dress and behavioral code. It is our expectation that teachers will treat each student with respect and

dignity. As administrators, we continually try to model courtesy, politeness and respect on a daily basis. We try to know all the students' names and use those names when we address them.

We feel that this servant leader approach has allowed staff, teachers, and students to find their comfort zones in the organization and has allowed them to be effective and successful.

It is so important that a positive, supportive climate is maintained in any organization. This positive climate is enhanced when the facilities look terrific. We want our facility to be well kept and well groomed. We continue to receive compliments on the maintenance of our facilities. A recent educator of over 25 years commended, "Your facilities are maintained better than any I have ever seen in all my years in education." We do feel that well maintained facilities generate a positive learning environment.

Clearly, we believe that servant leadership mixed with a family atmosphere and a team spirit lead to a highly successful school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: TAKS

Edition/Publication Year: most recent 20 Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	92	85	90
% commended	43	55	33	0	11
Number of students tested	7	11	12	13	9
Percent of total students tested	88	85	92	87	90
Number of students alternatively assessed	1	2	1	2	1
Percent of students alternatively assessed	12	15	8	13	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard			90	82	
% commended			30	0	
Number of students tested			10	11	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Reading Grade: 10 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	100
% commended	57	50	0	15	0
Number of students tested	7	11	12	13	8
Percent of total students tested	88	85	92	87	80
Number of students alternatively assessed	1	2	1	2	2
Percent of students alternatively assessed	12	15	8	13	20
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard			100	100	
% commended			10	0	
Number of students tested			10	11	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No date is given by TEA below 5 students.

Subject: Mathematics Grade: 11 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	93	100	100
% commended	73	42	20	17	20
Number of students tested	11	12	20	6	5
Percent of total students tested	79	92	94	75	56
Number of students alternatively assessed	3	1	1	2	4
Percent of students alternatively assessed	21	8	6	25	44
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard		100	92		
% commended		30	15		
Number of students tested		10	13		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Reading Grade: 11 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	80
% commended	64	17	27	0	20
Number of students tested	11	12	15	6	5
Percent of total students tested	79	92	94	75	56
Number of students alternatively assessed	3	1	1	2	4
Percent of students alternatively assessed	21	8	6	25	44
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard		100	100		
% commended		10	23		
Number of students tested		10	13		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is reported from TEA with less than 5 students.

Subject: Mathematics Grade: 3 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES					
at or above met standard	100	100	100	100	100
% commended	40	67	50	50	60
Number of students tested	5	4	5	10	5
Percent of total students tested	100	75	80	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	25	20	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above the standard				100	
% commended				38	
Number of students tested				8	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is provided by TEA with less than 5 students.

Subject: Reading Grade: 3 Test: TAKS

Edition/Publication Year: Published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
at or above met standard	100	100	100	100	100
% commended	40	50	60	56	75
Number of students tested	5	4	5	9	5
Percent of total students tested	100	100	100	90	80
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				10	20
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard				100	
% commended				43	
Number of students tested				7	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Mathematics Grade: 4 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
at or above met standard	100	100	100	100	100
% commended	0	50	43	50	100
Number of students tested	1	4	8	4	2
Percent of total students tested	50	57	100	100	50
Number of students alternatively assessed	1	3			2
Percent of students alternatively assessed	50	43			50
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is provided by TEA with less than 5 students.

Subject: Reading Grade: 4 Test: TAKS

Edition/Publication Year: plublished year of testing Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
at or above met standard	100	80	100	100	100
% commended	0	20	43	67	100
Number of students tested	1	7	7	3	2
Percent of total students tested	50	71	88	80	50
Number of students alternatively assessed	1	2	1	1	2
Percent of students alternatively assessed	50	29	12	20	50
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data by TEA when less than 5 students.

Subject: Mathematics Grade: 5 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES					
% at or above met standard	100	88	100	100	100
% commended	80	57	67	100	55
Number of students tested	5	7	3	2	11
Percent of total students tested	71	100	100	67	100
Number of students alternatively assessed	2			1	0
Percent of students alternatively assessed	29			33	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard					100
% commended					50
Number of students tested					8
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data from TEA with less than 5 students.

Subject: Reading Grade: 5 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	May	Apr	May
SCHOOL SCORES					
at or above met standard	100	100	100	100	100
% commended	50	29	50	100	55
Number of students tested	6	7	2	2	11
Percent of total students tested	75	88	67	50	100
Number of students alternatively assessed	2	1	1	2	0
Percent of students alternatively assessed	25	12	33	50	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard					100
% commended					63
Number of students tested					8
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data from TEA with less than 5 students testing.

Subject: Mathematics Grade: 6 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
at or above met standard	100	80	100	90	100
% commended	20	40	80	20	29
Number of students tested	5	5	5	10	7
Percent of total students tested	83	100	71	100	78
Number of students alternatively assessed	1	0	2	0	2
Percent of students alternatively assessed	17	0	29	0	22
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard				86	
% commended				29	
Number of students tested				7	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data from TEA with less than 5 students.

Subject: Reading Grade: 6 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
at or above met standard	100	100	100	90	100
% commended	60	75	80	50	29
Number of students tested	5	4	5	10	7
Percent of total students tested	83	80	71	100	78
Number of students alternatively assessed	1	1	2	0	2
Percent of students alternatively assessed	17	20	29	0	22
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard				86	
% commended				57	
Number of students tested				7	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data from TEA with less than 5 students.

Subject: Mathematics Grade: 7 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	80	100	100	90	100
% commended	40	60	11	30	36
Number of students tested	5	5	9	10	14
Percent of total students tested	100	71	100	83	88
Number of students alternatively assessed		2		2	2
Percent of students alternatively assessed		29		17	12
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard				88	100
% commended				13	33
Number of students tested				8	6
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Reading Grade: 7 Test: TAKS

Edition/Publication Year: published date test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Apr	May	May	May
SCHOOL SCORES					
% at or above met standard	80	100	89	83	93
% commended	40	80	33	40	36
Number of students tested	5	7	9	10	14
Percent of total students tested	100	71	100	83	93
Number of students alternatively assessed		2		2	1
Percent of students alternatively assessed		29		17	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard				88	86
% commended				38	43
Number of students tested				8	7
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Mathematics Grade: 8 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	93
% commended	40	22	27	36	36
Number of students tested	5	9	11	14	14
Percent of total students tested	80	100	92	88	93
Number of students alternatively assessed	1	0	1	2	1
Percent of students alternatively assessed	20	0	8	12	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard			100	100	91
% commended			14	20	27
Number of students tested			7	5	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Reading Grade: 8 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	100
% commended	100	63	82	86	29
Number of students tested	5	8	11	14	14
Percent of total students tested	100	89	92	88	93
Number of students alternatively assessed	0	1	1	2	1
Percent of students alternatively assessed	0	11	8	12	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard			100	100	100
% commended			71	80	9
Number of students tested			7	5	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data given by TEA below 5 students.

Subject: Mathematics Grade: 9 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	92
% commended	50	60	57	21	8
Number of students tested	4	10	14	14	13
Percent of total students tested	100	100	100	100	87
Number of students alternatively assessed					2
Percent of students alternatively assessed					13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard		100	100	100	91
% commended		33	29	9	9
Number of students tested		6	7	11	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA with less than 5 students.

Subject: Reading Grade: 9 Test: TAKS

Edition/Publication Year: published year test taken Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above met standard	100	100	100	100	100
% commended	25	60	29	29	15
Number of students tested	4	10	14	14	13
Percent of total students tested	100	100	100	100	87
Number of students alternatively assessed					2
Percent of students alternatively assessed					13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
at or above met standard		100	100	100	100
% commended		33	14	27	0
Number of students tested		6	7	11	11
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No data is given by TEA below 5 students.